



Portfields Primary School Medium Term Plan



Year Group – 6

Subject - **Geography**

Topic – **Protecting the environment**

Term – **Spring 1**

National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links	
<ul style="list-style-type: none">- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.- Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.- Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none">• Are we damaging our world?• What are minerals, and do we have an endless supply?• Where does our energy come from?• Why should we protect our oceans?• How can we be more sustainable in school?		<ul style="list-style-type: none">• describe and understand key aspects of the distribution of natural resources including energy, minerals and water• use maps, atlases and globes to locate countries and describe features studied• use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Renewable Non-renewable Fossil fuels (oil, gas, coal) Ocean (Pacific, Arctic Southern, Indian, Atlantic) Recycle Waste	<ul style="list-style-type: none">- Recyclable materials and anything we recycle at home.- Where we get our energy from and what we use energy for.- How the school is sustainable.	
	Technical Questions				Technical Vocabulary	Fieldwork opportunities
	What are minerals? <i>The substances that are naturally formed in the earth by the geological process and are inorganic, usually solid and have a crystal structure are called minerals. Examples of minerals are Coal, Iron Ore, Manganese, Copper, Zinc, etc</i>	How can we protect our oceans? <i>Use less plastic, reduce your carbon footprint, respect marine life, reduce energy and teach and learn about it.</i>			Mineral Wind power Biomass Wave energy Geothermal energy Hydroelectricity Tidal energy Solar energy Marine Endangered species Sustainability Enquiry Biodiversity	There are opportunities for fieldwork within the school grounds, looking at how the school grounds can be made more attractive to wildlife and investigating how sustainable the school is, and suggesting areas for improvement. The children can pose their own specific enquiry question, before collecting evidence from around the school.
	Where does energy come from? <i>Oil, followed by coal, gas, and then hydroelectric power. This includes hydropower, wind power, nuclear power.</i>	How can we be sustainable in schools? <i>Recycle, reduce water usage, turn electronics/light off when not in use, using compost bins.</i>				
	What is sustainability? <i>Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs.</i>					
Lesson Breakdown						
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		
<u>Learning Objective</u> LO: To understand the threats to the health of our planet and some possible solutions. <u>Success Criteria</u>	<u>Learning Objective</u> LO: To understand what minerals are and question if they can be used sustainably. <u>Success Criteria</u>	<u>Learning Objective</u> LO: To understand the different types of energy available, and their advantages and disadvantages	<u>Learning Objective</u> LO: To understand the importance of protecting the oceans. <u>Success Criteria</u>	<u>Learning Objective</u> LO: To carry out an enquiry into sustainability. <u>Success Criteria</u> <ul style="list-style-type: none">● I can pose an enquiry question.		

<ul style="list-style-type: none"> I know that there are threats to the health of our planet. I can explain several threats to wildlife and/or habitats. I understand that there are ways to help improve the health of our planet. 	<ul style="list-style-type: none"> I know the sources of several important minerals used in everyday life. I can explain where minerals can be found around the world. I understand some of the ways in which minerals can be used sustainably. 	<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I know that there are both renewable and non-renewable energy sources available. I can explain the carbon cycle. I understand that no one type of energy production is the solution providing the world’s energy. 	<ul style="list-style-type: none"> I know how humans rely on the oceans. I can describe some of the threats to our oceans. I understand some of the advantages of Marine Protected Areas (MPAs). 	<ul style="list-style-type: none"> I can plan and carry out an enquiry into sustainability in school. I understand some of the ways in which I could make my school more sustainable.
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<u>Star knowledge</u> Our planet is facing many threats such as pollution, deforestation, climate change, rising sea levels and many more. We can improve the health of our planet by saving energy e.g. turning lights off when not in use, walk, and bike or take public transport, reduce, reuse, repair and recycle and prevent food wastage.		<u>Star knowledge</u> Minerals are the substances that are naturally formed in the earth by the geological process. Examples of minerals include coal, oil, seashells, diamonds, rubies, gold, copper, aluminium, iron etc.		<u>Star knowledge</u> Renewable energy types: solar energy, wind energy, hydropower, geothermal energy. Non-renewable energy types: oil, gas, coal, nuclear energy.		<u>Star knowledge</u> A marine protected area (MPA) is a space in the ocean where human activities are more strictly regulated than the surrounding waters.		<u>Star knowledge</u> Schools can be sustainable by recycling, reducing water usage, switching energy off when not in use, using compost bins.	
<u>Flashback Four</u>									
<u>Last lesson</u> How can the rainforest be protected?	<u>Last topic</u> List three facts you know about The Amazon rainforest.	<u>Last lesson</u> Name some of the threats facing our planet.	<u>Last topic</u> What city is at the heart of The Amazon?	<u>Last lesson</u> What are minerals?	<u>Last topic</u> What are the two seasons in The Amazon rainforest?	<u>Last lesson</u> What is the difference between renewable and non-renewable energy?	<u>Last topic</u> Name two animals that live in The Amazon.	<u>Last lesson</u> What are some of the threats to our oceans?	<u>Last topic</u> What does ‘The Amazon’ refer to?
<u>Last year</u> What are the advantages of tourism to the Alpine community?	<u>Previous key stage</u> What is the climate in a tropical rainforest?	<u>Last year</u> What animals can be found in The Alps?	<u>Previous key stage</u> If the climate gets hotter how might it affect our daily lives in the UK?	<u>Last year</u> How do avalanches affect the landscape?	<u>Previous key stage</u> What natural features can be seen beside the seaside?	<u>Last year</u> Where is cotton fabric mainly produced?	<u>Previous key stage</u> What are tectonic plates?	<u>Last year</u> What happens to our old clothing?	<u>Previous key stage</u> What is the purpose of the Thames barrier?